

1978

February 28, 1978

Faculty Senate

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EASTERN ILLINOIS UNIVERSITY

FACULTY SENATE

Minutes of February 28, 1978

MEMBERS PRESENT: Abell, Dolton, Hamand, Helwig, Pierson, Rearden, Rooke, Shuff, Smith, Weiler, Williams, Wood

MEMBERS ABSENT: Bartling, Carey, Rang

FACULTY VISITORS: J. Conley, W.O. Waltman, J. Morrissey, W. Owens, R. Rogers

STUDENT VISITORS: K. Sandefur, S. Liebforth, M. Rodgers, J. Remlinger

The meeting was called to order at 2:05 in the Martinsville Room.

The minutes of February 21, 1978 were approved as published.

COMMUNICATIONS

1. Council on Faculty Research - Minutes - February 16.
2. BOG - Action summary - February 16.
3. President Marvin - Ad hoc committee on policies - February 20.
4. President Marvin - Employment procedures - February 20.
5. W.I.U. Faculty Senate - Agenda, February 21.
6. Matzner - Library Building Addition - February 21.
7. Lasky - Parking - February 22.
8. Williams - Financial Aids, Advisory Committee - February 22.

REPORTS

1. Nominations Committee - Helwig reported that the committee had contacted F. Hustmeyer and J. Hopkins as possible COF candidates. Abell moved, Dolton seconded the nomination to place F. Hustmeyer and J. Hopkins names on the ballot. Motion passed unanimously.

Helwig received a memo from Ron Gholson withdrawing his name from the CGS ballot.

Responses by candidates to questions proposed by the various councils are printed in the Appendix.

2. Elections Committee - Dolton emphasized that the faculty elections will be on Wednesday, March 15th. If an individual does not plan to be on campus that day, absentee ballots may be obtained in the Booth Library Reference Room on Monday, March 13th and Tuesday, March 14th.
3. Instructional Improvement Committee - Weiler. Progress is being made. Subcommittees have identified problems and strategies for solving these problems are being formulated.
4. Faculty Renewal - Rearden. An interim document will be available in the near future.
5. Administrative Reorganization - Williams reported that he will meet with VPAA Bond at his earliest convenience to focus on questions not yet answered.
6. No reports were available from the following committees: Budget, Buildings and Grounds, Student-Faculty Relations, and Summer School Committee.
7. Constitutional Revision Committee - Abell, Weiler, Smith. Shuff first reviewed the procedures for revising a Faculty Senate constitution. At the February 28th meeting, the committee will present suggested revisions. All official actions will be taken two weeks from today, March 14th. A general faculty meeting will be called for Tuesday, April 4th at 2:00 p.m. in lieu of the Senate meeting. A referendum date will be decided upon at a later date. Shuff read the following definition of the word "staff" as used in Article II, Section 9D of the Board Governing Policies:

"The faculty, staff, and students at each university shall each develop constitutions for their own duly established government organizations." The word "staff" as used in this section means employees of the universities other than faculty employees and student employees. Staff in this context is divided into two groups, administrative employees and civil service employees. Each organization representing these employees within the university governance structure is required by Section 9D to develop a constitution, which shall be reviewed and approved by the President and submitted to the Executive Director for Board Review.

The Constitutional Revision committee then discussed their proposed changes.

Two classes of recommendations were proposed:

1. Those brought about by the advent of the AFT and over which the bargaining agent has jurisdiction.
2. Those brought about by the Board Governing Policies of 9/22/77 which require changes in our constitution.

The present constitution and revisions will be distributed to the faculty.

NEW BUSINESS

Julie Sullivan, representing the Student Senate, requested that another student be appointed to the Library Advisory Board. Discussion followed.

Hamand moved, Weiler seconded the motion to add a student to the Library Advisory Board. Motion passed unanimously..

The meeting adjourned at 3:30 p.m.

The next Faculty Senate meeting is scheduled for March 7, 1978 in the University Union Martinsville Room.

Carol Helwig
Faculty Senate Secretary

QUESTIONS FOR CANDIDATES

The questions and the unedited candidates' answers are listed below:

COUNCIL ON ACADEMIC AFFAIRS

1. How much of the 120 hours required for graduation should be set aside for electives? Why?
2. Should the general education requirements be expanded and/or revised? In what way?
3. Should Eastern expand its program in non-traditional education? How?

Carol Elder

1. Of the 120 hours required for graduation, I think about 15 should be reserved for free electives; students need opportunities to pursue interests outside the structured programs of their majors.
2. I believe students need a strong background of general education, whatever specialized interests they go on to pursue. I would not be opposed to expanding general education requirements, if students retained flexibility to choose particular courses within required areas. I would rather see general education requirements expanded than the number of free electives expanded, because I suspect that a majority of students would use additional electives to build up concentrations within their majors, whereas an expansion of general education requirements would insure greater breadth in programs.
3. We need to make greater efforts to identify the needs and interests of the adult, working population, and to make it easier for faculty to spend time and effort serving that population. I am not opposed to expanding programs, but I think we need to expand our thinking about ways to use our existing programs more than we need to expand our programs.

Tom Floyd

1. I believe that electives allow graduates the opportunity to be uniquely different in their preparation for future careers. I believe this would increase the opportunities for employment of the students graduating each year. A general goal of fifteen hours of electives is suggested, but I'm certain that certain majors may not be able to allow this total. Elective courses within a major would also allow unique preparation.

2. Important goals of general education courses are to provide a broad education and to help the student decide upon a major of study. In order to meet these goals many subject disciplines should be represented in the courses which may be used to fill general education requirements.
3. I believe it is necessary to expand the current educational opportunities offered at Eastern Illinois University. Many of the problems concerning this expansion relate to "rules", "policies", and "traditions" which hamper or prevent the initiation of non-traditional education. We must give as much attention to "how we can" offer such opportunities as has been given to "why we can't."

Don Garner

1. I tend to believe that student hours for graduation should be distributed in at least four areas: Hours in a major, hours in a related academic discipline of the major, hours in general requirements, and completely free elective hours. I am not at all sure that the distribution should be tied to a mathematical formula.
2. I am not convinced that the general requirements should be in a constant state of change. On the other hand, a completely static set of requirements with no flexibility would probably lead to a highly restrictive curriculum. In short, change should be gradual -- not wholesale -- and well reasoned, both philosophically and practically.
3. Very definitely. All of the present programs -- continuing education, career education, BOG program, adult education, community services, vocational and occupational education -- could and should be expanded. The fiscal, philosophical and practical issues need to be determined, stated, and decisions made. I think the administrative structure will have a great deal of influence on the programs. Faculty in the various academic disciplines need to be involved in the programs.

Bill Heyduck

1. At least ten semester hours should be set aside from the 120 hours required for graduation for electives.
There are two reasons for this, (1) a major that has all the hours occupied is much too narrow at the undergraduate level. This is a time for broad educational experience. (2) if a student is not given an opportunity to make choices and be responsible for them while an undergraduate, when is the student to have this opportunity.
2. The general requirements should not be revised again. The constant juggling of these requirements has made it almost impossible to advise students and to keep track of which catalog they are enrolled under.
3. Eastern should leave the non-traditional education area to the junior colleges and concentrate on providing the best traditional education possible. Spreading our energies so thin will only weaken our efforts.

Peter Leigh

1. Inasmuch as the departments on this campus impose such varying required hours for their majors, ranging from a low of 36 hours to a high of 93 hours, in which case the student is virtually pre-empted from taking electives, the imposition of a university-wide minimum number of elective hours would not be feasible. A university minimum would significantly erode certain majors.

In other words, the departments, and their respective colleges, should not be allowed the latitude and authority to establish their own minimum number of required hours for majors.

2. I do not see any need at the present to expand or revise the existing general education requirements.
3. Yes, but certainly not at the expense of existing majors and programs.

Eastern does need to develop more courses and programs (in addition to the BOG degree) which would appeal to persons in the local community; moreover, this institution is already responding in part to such persons as evidenced by the recently approved International Studies Degree, and by such courses as The Survival of Humanity and The Ascent of Man. Eastern does need to develop other topics and programs which would appeal to the non-traditional student, both within the regular curriculum as well as under the auspices of Continuing Education.

At the present, tentative plans have developed for numerous summer sessions for the summer of 1979 (three four-week sessions, two eight-week sessions, and one twelve-week session) and such planning attests to a new flexibility of approach within this university. Perhaps other mini-courses could be offered during semester breaks, spring holidays, etc. Several private colleges have offered such mini-courses during these break periods with considerable success.

Finally, it should be noted that the junior colleges of this state have already developed extensive non-traditional offerings and there is little likelihood that senior universities, such as Eastern, can "recapture" that entire pool of students.

Steve Whitley

Questions one and two pertain to the same issue and cannot really be separated. Eastern must operate on the basis that 120 semester hours is the minimum number of hours required for an undergraduate degree. The separation of the 120 semester hours into hours for all-University requirements, hours for general education, hours for free electives, and hours for the academic major is a matter of shuffling pieces inside the whole, with the size of any one piece directly affecting the size of the others. One cannot alter the number of hours of free electives or general education requirements without affecting hours in many of the University's academic majors. Such a change should be for reasons clearly beneficial to a great majority of the undergraduate students, well documented, and supported by a substantial campus majority. In keeping with these observations, my answers to questions one and two follow.

The number of hours designated as electives (free) varies in different academic majors. Although at least 15SH of free electives is considered a minimum, several curricula regulated by national certification organizations have been recognized as exceptions. They should remain exceptions, rather than latering the rule. Other majors not effected by national certification provide two to three times the number of free elective semester hours required. In view of the diversity of the distribution of semester hours in the various academic majors on campus, and believing that every student should have as many semester hours of study as possible available to pursue what interests him or her, I support the current requirement of 15 semester hours as it is now applied to the various curricula. It appears to be a breakwater value with which most departments can function.

Expansion or revision of the general education requirements would require re-organization and/or modification of many of the curricula on campus. The distribution of the 120 semester hours should not be altered, unless for an exceptional reason, until at least one generation of students has passed thru the University. The experiences gained thru these four years will let us evaluate what we have, before altering it for something else. It is entirely appropriate that the general education requirements be reviewed periodically and revisions made if the University community deems it necessary. The very nature of general education requirements, however, requires that such review or alterations have as minimal effect as possible on the stability of the curricula of the University.

3. The expansion of Eastern's programs into non-traditional education is one of the best opportunities available to the University to meet the unknown factors of future enrollments and future budgetary support by the state. Whereas the projections of enrollments are very susceptible to error, as we have seen in the past two years, anything that the University can do to stabilize its enrollment should be done. Cultivating portions of the state's population currently outside of the conventional education system has been initiated with the BOG degree program, and several similar proposals have been discussed over the past two years. The quality of excellence demanded in traditional programs on campus. Evaluation of such excellence should be provided from the campus area involved, before a program is offered as part of the Eastern Curriculum. This should not be a hurdle used to inhibit the development of new programs. Quality control is of the essence or such non-traditional programs are worse than meaningless, because they become factors which reduce the excellence of all of those things which collectively make this a quality University.

Ronald Wohlstein

1. I am not in favor of establishing any minimum or maximum regarding the number of electives required for graduation beyond what already exists. Currently the number of required courses varies considerably across the various departments and majors within departments. I am of the opinion this should continue to be the case. The role of the CAA should be to evaluate departmental proposals keeping in mind our concern with academic standards and departmental autonomy.
2. The general education requirements should not be expanded or revised in the near future. Changes have recently been made regarding the number of hours required and choice of courses which would satisfy the various core areas. Before any more changes are proposed, let alone considered, we need to assess the impact of these recent changes. What effect have the recent changes had on the various departments within the university? Did these changes produce the desired effects? In short, considerable study is necessary before any change could realistically be considered.
3. Yes. I would suggest what is necessary to provide some answers. We would need to survey the population we hope to serve to determine their educational needs. This information could be distributed to the various departments and they could propose programs for meeting these needs. Thus, the role of the CAA would be to regulate these changes in light of university policy and maintaining academic standards.

UNIVERSITY PERSONNEL COMMITTEE

1. Do you think the establishment of a collective bargaining unit at Eastern has disadvantaged any specific group? Elaborate.
2. What personnel matters regulated by the PPP do you feel will need particular attention in the next few years?
3. What role or changing role, if any, do you see for the UPC with regard to non-bargaining?

John E. Grimes, Jr.

1. In the recent negotiations, the across-the-board raise did not adequately reward those faculty with many years of dedicated teaching and research. Faculty in the upper salary ranges were clobbered with very low percentages of raises, which do not provide suitable incentives for continued superior performance. The collective bargaining unit must work towards appropriate salary increases to reward continued teaching excellence not only in the current academic year, but also in the total number of years of commitment to the university.
2. I believe that the greatest concern of the faculty lies in the present peer evaluation system, which has contributed greatly to lowered morale. Even departmental personnel committees have become discouraged by the inequities and inadequacies of the current evaluation process. I am convinced that professionals do not object to being evaluated in terms of future improvement; professionals do object to having the weights and numerical ratings that are tied to recommendations for salary and promotion. Perhaps, a perfect evaluation process does not exist, but certainly a better one can and should be formulated.
3. The basic structure of the UPC should be changed to include one member from the non-bargaining unit personnel. Eventually, a separate Administrative Personnel Committee should be established, which would be able to represent the non-bargaining staff in personnel matters. The workload of past UPC's would indicate the practicality of sharing the load by establishing an Administrative Personnel Committee as soon as possible.

Charles Switzer

1. Possibly collective bargaining has disadvantaged level III and IV administrators who are not represented by a collective bargaining unit. Thus certain rights are not contractually guaranteed for these non-bargaining unit personnel as they are for members of the bargaining unit.
2. I see four personnel matters needing special attention in the next few years. First of all, grievance procedures under the Personnel Policies and Procedures need to be redefined, especially concerning complaints not covered by the collective bargaining agreement. Next, the procedures for evaluating faculty need to be revised to take advantage of the opportunity, because salary is now largely determined by collective bargaining, to use evaluation for faculty development and improvement of instruction. Also, the five areas used to evaluate faculty performance need revision because many departmental personnel committees have found some of the areas unworkable. Finally, the University Personnel Committee needs to pay particular attention to personnel matters involving affirmative action. The role of state and federal regulating agencies, such as HEW and the Department of Labor, in higher education will probably continue to increase in the coming years, and this

relationship will affect personnel matters at Eastern.

3. The University Personnel Committee needs to monitor carefully the procedures and policies concerning non-bargaining unit personnel to protect their rights. The UPC must provide grievance procedures for these administrators and staff.

COUNCIL ON GRADUATE STUDIES

1. Should the primary criterion for Graduate Assistantship fund allocation be the number of graduate majors in a department? Should preference be given to departments using Graduate Assistants as teachers?
2. What privileges, if any, should Graduate Faculty have over other faculty at Eastern?
3. Should the number of graduate degrees granted by a department be a measure of the viability of the department's graduate program?

Patrick M. Lenihan

1. The number of graduate assistantships should be in rough proportion to the enrollment in the various departments. I would like to see a small number of extra assistantships awarded to those departments which are in danger of losing their program because of low enrollment.
2. Since I am generally opposed to creating or enhancing class systems I do not favor special privileges for the graduate faculty.
3. The number of degrees granted should be one of the criteria for evaluating programs. Other criteria should be used as well, however, and I feel we should make special efforts to continue quality programs with low enrollment.

Nancy A. Weiler

1. Every department should be given a base number of graduate assistantships in order to build the graduate program and compete with other universities. Over and above this base, assistantships should be given proportionate to the graduate majors in order to continue the strength of on going viable programs.

Graduate assistantships are used to provide valuable professional experience to students and to reduce the load within the department. Assistance to the department may include many activities other than actual classroom teaching or tutoring. In light of this, I do not believe that teaching should be the determinant for assistantships.

2. It is difficult for me to answer this question, since I am not on the Graduate Faculty despite the fact that I have earned a Ph.D., teach graduate level classes and am qualified to direct graduate research. When the head of our department requested my placement on the Graduate Faculty, he was told that the matter at this time is a debatable issue and thus no decision would be made. He was also reassured that it made no difference in my election to the Council.

If privileges are to be given to graduate faculty, it should be in release time for directing research. Currently, the credit is minimal, often just a mention of overload, and this in no way reflects the time involved. As student numbers grow, and funds are cut, it is difficult to provide any incentive or real encouragement with no released time, to staff who are genuinely interested in directing theses.

3. Certainly, from all outward appearances, the strength of a graduate program is difficult to question as the number of graduates continues to increase. However, there is also a difference between quantity and quality. A department which produces high quality students who do well on national examinations and/or whose graduates find good positions whether in further graduate education or employment, is to me a viable program worthy of recognition and financial support.

Robert Sullivan

1. The primary criterion for graduate assistantship fund allocation should not be the number of graduate majors in a department. The number of majors in a department should give some indication of the need for assistants; however, the department's use of the assistants and the value of the experiences to the assistants should be the major factors in fund allocation.

Preference should be given to departments with graduate assistants as teachers if the departments can justify that the need and value of the experience is greater than the needs and the experiences offered by other departments. I would be hesitant to give preference to one activity over all others. Research activities in a department may be of greater benefit than teaching to both the department and the graduate assistants. I am aware of the staffing problem faced by many departments and of the use of teaching assistants as a partial solution to the problem. Presently, departments with high enrollments and staffing problems are given preference to graduate assistant allocations; but I would hope that future allocations will be based on the factors mentioned above.

2. Under the present selection system, graduate faculty should not have privileges over the other faculty. Generally, any faculty member who teaches a graduate course becomes a member of the graduate faculty. Being named to the graduate faculty is a mere formality with little meaning to the faculty member. Before graduate faculty are given privileges over other faculty, there should be changes in the criteria and selection procedures. I am not convinced that a graduate faculty as such is practical at Eastern.
3. Yes, the number of graduate degrees granted by a department is a measure of the viability of the department's graduate program but only one measure. For budgetary purposes, the number of degrees granted is important; however, the number of degrees granted is of little value in determining the quality of the program or total students served by the program. A number of graduate programs attract students who want to update skills and knowledges. These students may or may not have advanced degrees and are interested in only one or two courses at the graduate level. Obviously, a costly program that serves only a few students is not feasible, especially under present financial conditions.

Ken Sutton

1. The number of graduate majors in a department is an important criterion for funding assistantships. This does not mean it should exclusively determine fund allocation. Community service of programs, and the need for a university to represent a

variety of disciplines and professional fields are criteria meriting occasional exceptions to the rule of sheer numbers.

Preference should not be given to departments using Graduate Assistants as teachers. Research and community service are also significant functions.

2. The privileges of teaching graduate courses without special permission, and serving on the Council on Graduate Studies should be maintained. Additional privileges would be arbitrary, and have little defense in terms of quality control of programs or instruction. I am opposed to unnecessary divisions of the faculty.
3. The number of graduate degrees granted by a department has little to do with the viability of its graduate program, beyond being a possible index of its economic feasibility in a few cases. Significance of content, quality of instruction, community service, existence of professional roles in relation to studies, generation of research, and most other criteria for viability are far more important than the number of degrees granted.

COUNCIL ON TEACHER EDUCATION

1. What are your views on efforts to stimulate enrollment in Teacher Education programs?
2. What should be the leadership function of COTE in relation to colleges, schools, and departments in designing new Teacher Education Programs?
3. What are your views on the current distribution of representation on COTE?

George Cooper

1. There is a continuing need for excellent practitioners of modern educational procedures at all levels of the public schools and continuing education. As students having proper orientation, motivation, and pre-professional experience are encouraged to complete requirements for certification, they come into a competitive market, but a market where excellence and competency should and will be sought. There has always been a need to stimulate enrollment in teacher education by those truly desiring opportunity to work with young people, those who have carefully and adequately prepared themselves for the classroom environment, and those who will find continuing satisfaction in that work.
2. While COTE is responsible for policy decisions which are directly related to teacher education, certification, and renewal, the Council should also assume responsibility for coordination, evaluation, and continuing development of related activities that can be shown to have a direct impact on teacher education regardless of where that activity is assigned or where that activity occurs. Therefore, methods class content, activities, enrollment, and syllabi might be considered and constructive suggestion and leadership offered in bringing desirable change in those activities. Such action needs to be tempered with the realization that while teacher education encompassed many areas of related activity, not all of such activities need to be directly under administrative control of the Council.
3. The design to assure representation from the various academic areas responsible for subject matter preparation of teachers prior to certification is desirable and should be continued. Adequate representation of the professional faculty in

education is provided for and this prescribed dual representation brings opportunity for interchange and communication that may not adequately exist in other phases of university faculty decision making.

Jack Murry

1. This goes to the question of how to attract and hold high-calibre candidates in teacher education programs, especially if the candidate's field of interest presents only limited opportunities for employment.

It would be an injustice to students to merely offer vague talk about "mobility" as a key to finding employment in crowded fields. It is very important to keep students fully informed of opportunities and projections for future opportunities in their fields of interest so that they may make informed career choices. It is also important to examine our curricula to see if they are keeping abreast of current developments in education and to keep students informed of collateral opportunities for persons with their specialties.

It is also important to make summer graduate offerings available on a flexible basis--a number of 1-, 2-, 3-, and 4-week workshops and courses--in order to attract employed teachers. These offerings should be planned carefully to meet specific needs of teachers in the field.

2. I see COTE filling, facilitating and overseeing functions in assisting with the design of new programs in teacher education.

COTE might consider setting aside time regularly for consideration of developments, trends, and projections in all areas of teacher education in order to keep members well informed. The Council then might offer assistance to colleges, schools, and departments in designing new programs and/or modifying old programs to meet changing needs.

The overseeing function of minimizing duplication and overlap might well lead to promoting development of interdisciplinary programs where feasible.

3. The current distribution seems to be fairly representative of the teacher education areas.

Edith Hedges

1. I do not believe we need to stimulate enrollment in Teacher Education programs beyond present levels. Although I question whether we do have a true picture of supply and demand in the field. I am concerned about the continuation of upgrading the quality of our graduates. I would like to see us strengthen the program at the pre-student teaching level in terms of experiences for all teacher trainees which can be used for upgrading teaching skills and strengthening their professionalism.
2. I see the COTE as serving a policy-making function in addition to the function of coordinating the activities of each of the contributing disciplines into some unified teacher training program. With the increased number of problems facing education today, there needs to be some effort put into translating the effects of these changes into sound changes in the preparatory program for future teachers.
3. The distribution of members for COTE seems satisfactory.

Patricia McAlister

1. At this time, it appears to be realistic to concentrate on improving the quality of teacher education programs and to focus on recruiting highly competent and motivated students.
2. Since new programs affect all areas of teacher education, it seems appropriate for the COTE committee to examine the need and impact of new programs on existing programs and to be the final body to approve new teacher education programs.
3. Representation of all teacher education programs on the COTE committee is an equitable and viable approach in my opinion.

Claudia Hale

1. Rather than discussing either stimulation of enrollment or the limitation of enrollment in teacher education programs, we should be discussing improved methods of counseling students who express desires to enter the teaching profession. Our efforts should be directed at providing realistic perspectives concerning employment opportunities and the preparation necessary to obtain entry into a desired field. Those students who are both interested in teaching as a profession and capable of meeting the standards established within our teacher preparation programs should not be discouraged from pursuing their professional ambitions. However, those students should be made aware (as early as possible) of the fluctuating employment picture.
2. The role of COTE is to make recommendations concerning requirements which affect undergraduate and graduate teaching degree candidates. Thus, while COTE should actively support and assist departments in the development of their teacher education programs, its official charge is to serve in an advisory capacity. It is the responsibility of individual departments and schools to exercise leadership in initiating program development and the responsibility of COTE to exercise leadership in reviewing proposals and overseeing existing programs.
3. The representation on COTE should, in some fashion, reflect student population in the teaching degree areas. To this end, it might be advisable to devise a system sensitive to the number of teaching degree majors within the various disciplines.

Stan Harris

1. Although there is currently no shortage of teachers, we must continue to train at least enough new ones to meet normal replacement needs. The schools that develop the reputation of turning out the best teachers will no doubt get a greater share of the candidates. Consequently, the best way to stimulate enrollment in our programs is to try constantly to improve them so that better teachers are produced. If this is done, enrollment should come as a matter of course.
2. COTE should keep schools, colleges and departments completely up to date on trends, developments, and needs in elementary and secondary schools. The council should also make any recommendation that would help the various units adapt their programs to meet such conditions. Joint meetings or conferences initiated by COTE would also be in order.
3. I find the present distribution adequate.

COUNCIL OF FACULTIES

1. Now that we have a contract, what should be the proper role of the Council of Faculties?
2. What contributions would you like to make on the Council of Faculties?
3. Is academic development (including curriculum development, faculty development, and organizational development) the concern of the Council of Faculties?

George Hilton Jones

1. The BOG's "Governing Policies" say (p. 18) that the COF "shall consider policies, procedures, and programs of systemwide concern..., in order to make recommendations to the Board regarding such matters." Our having a bargaining agent and a contract seems to me to remove broad categories of personnel matters from the field of the COF and reserve them for collective bargaining. For other categories the same document prescribes regular consultation of and reporting to the "representative faculty body" of each university. That appears to me to be proper and necessary.
2. My own contribution to the COF (if I am elected) would be the presentation of a firm faculty point of view, giving academic matters the high priority they ought to have, not only to teaching but to research. Advancing the knowledge of the student and of the faculty comes before administrative convenience and head-counting in my mind.
3. In my opinion, and in agreement with my previous answer, yes, it is. The individual institutions already have committees and councils to deal with that concern as it relates to separate institutions.

FACULTY SENATE

1. What do you see as the advantages and disadvantages of the Presidential reorganization plans?
2. Since certain affairs of the University are within the scope of collective bargaining, what do you see as the relationship between the Faculty Senate and the bargaining agent?
3. Do you see a way of defining the relationship between our Faculty Senate and the Council of Faculties?

John Guckert

1. The primary advantages of the Presidential Reorganization Plan is an apparent interest on the part of President Marvin to streamline the Administrative structure. It appears that it will not only be economical, but the plans also call for upgrading the curriculum and improving the faculty development program.

The primary disadvantage will be the normal amount of confusion always present immediately after significant administrative change is implemented. It would take several pages to fully react to these plans.

2. I fully support the concept of collective bargaining; however, the Faculty Senate represents the entire faculty at large, not just members of the bargaining unit.

The Faculty Senate should be aware of the goals and activities of the Bargaining Unit and be cognizant of the provisions of the contract, because we have to work within its framework.

3. In a time of increasing emphasis on the need for faculty input into the decisions of the Board of Governors, the Council of Faculties has tremendous responsibility. Since the logical clearinghouse for Faculty input comes from the Faculty Senate, the need for close and positive relationships between the Senate and the Council of Faculties is obvious.

William James

1. There are a number of advantages which I see in the Presidential reorganization plan. One of these is the proposed change in the emphasis for the Academic Advisement Center. This change would further help all students realize and develop their educational potentials and encourage them to seek schedule planning and academic advisement from the academic departments, once they have selected a major. Another advantage which I see is the proposal for the reorganization of the central administration to accommodate the changes which have taken place in the demands placed on the operation of the University under the new area of Administration and Finance. Among the disadvantages which I see are the proposed addition of a new administrative position at a time when student enrollment is not increasing and the faculty is decreasing. I am also concerned that the removal of research from the purview of the Graduate Dean may serve to weaken support for graduate research rather than strengthen it.
2. The Faculty Senate and the bargaining agent have separate but overlapping spheres of interest. The bargaining agent has as its primary concern the economic welfare of the individual members throughout the Board of Governors schools. The Faculty Senate is concerned with assisting the President of Eastern Illinois University in the decision making processes in all areas of governance of this university and especially in academic matters. In those decisions involving the maintenance of an academically strong faculty at Eastern certainly both the Faculty Senate and the bargaining agent will be interested in supporting faculty conditions which are competitive with other universities of our size throughout the country.
3. The Council of Faculties serves in a capacity with the Board of Governors similar to that which the Faculty Senate serves with the President of Eastern Illinois University. The three members of the COF from Eastern are elected by the faculty as are the members of the Faculty Senate. So long as members in each group strive to represent the best interests of the faculty as a whole in their respective roles and to maintain a close mutual liaison in support of that goal, I see no need to further define the relationship.

June Johnson

1. The plan for reorganization outlined by the President has many points in its favor,
 1. The consolidation of two Vice Presidential positions and the restructuring of the lines of responsibility. On the face of it, it appears to tighten the structure of the Administrative arm of the University.
 2. The establishment of an honors and remedial program for the "exceptional" student. Such a program is long overdue at this University.

3. The establishment of a Director for Summer School. With the decreasing enrollment in summer school along with the increased costs every effort must be made to improve a very serious situation for the University.
4. The effort to expand non-traditional aspects of education. Such a program would appeal to a wide variety of persons and would expand the use of the University facilities. The tax payer has every right to expect such services for their tax dollar. In no way does such a program need to weaken the traditional offerings at the University.

The disadvantages are not immediately obvious to me. I have some reservations about the reorganization of the Graduate School but do not feel that I have sufficient information to make a valid judgment.

It is imperative, however, that the reorganization be considered, not as a final solution to the problems facing the University today but rather the first step in an ongoing evaluation which keeps in constant touch with current trends and problems.

2. Since the role of the Faculty Senate and that of the bargaining agent is not spelled out in the Personnel Policies and Procedures, the period until these policies and procedures can be revised may be considered as one of transition. The role of the Faculty Senate has been that of the representative voice of the faculty in all matters pertaining to the welfare of the University community. It's jurisdiction covers the standing academic committees as well as special committees appointed by it or the President to consider matters of current concern, and as a liaison between the administration and faculty and between the students and faculty. The role of the Senate in these matters is clearly defined.

The bargaining agent on the other hand is concerned with matters which are spelled out in the contract and with the policies of the Board of Governors. This includes salary and working conditions--matters which are not the responsibility of the Senate.

The area of overlap occurs in the matter of personnel grievance. The contract defined two courses of appeal which a faculty member may take: 1. Through the DPC-UPC - Senate, or 2. Through the Union Grievance Committee. He/she may opt for one or the other--not both. This option seems feasible at this point in time.

It is my understanding that the relationship between the Faculty and Union has been a cooperative one and I would work to see that it continued to be so.

3. The Council of Faculties, like the Faculty Senate, is a representative faculty body. It's purpose differs from that of the Senate in that it represents the faculties of all of the Universities under the jurisdiction of the Board of Governors. The Faculty Senate, on the other hand, represents only the faculty of Eastern.

According to the Constitution of the Faculty Senate, the Council of Faculties is excluded from the list of standing committees under the jurisdiction of the Faculty Senate. This is necessary because the members of the COF are from the other four institutions under the BOG as well as Eastern.

It is the responsibility of the COF to bring to the BOG matters of faculty concern which usually emanate from the Senate. In effect, the COF is the liaison between the Faculty Senate and the BOG. This should not preclude the possibility of the Executive Committee of the Senate appearing before the Board in matters which deal

exclusively with Eastern. However, in matters which concern all of the Universities under the BOG, the responsibility for representation should reside with the COF.

Cary I. Knoop

1. While I have not had the opportunity to peruse the complete organizational structure as proposed by the President, I feel that there are a number of benefits to the faculty, students, and the University. Under the new organizational structure the support functions should allow for a greater and more effective and efficient advantage to students. The emphasis on faculty development is also an important aspect. The elimination of one Vice-Presidential position is important, however, the responsibilities of the new Vice-President will be very numerous and should require a greater increase in staff positions than presently planned.

A few disadvantages are immediately apparent. Perhaps a greater drain on an already strained budget will result within the next two or three years. The new administrative positions will increase the Administrative/Faculty ratio. Finally new committees can simultaneously increase total faculty load and the opportunity for faculty participation in planning and policy making.

2. The relationship between the AFT, the bargaining agent, and the Faculty Senate, on the one hand, should be one of complete mutuality and shared responsibility. On the other hand, however, each also have a responsibility for mutually exclusive areas. Bargaining for salary and other personnel considerations and policies are, or should be, the province of the AFT. Matters of an academic nature and policies regulating these are the province of the Faculty Senate.
3. The Council of Faculties is, or should be, a kind of super Faculty Senate composed of representatives from each of the five campuses under the Board of Governors. The three representatives to the Council of Faculties from Eastern should represent the faculty, therefore the Faculty Senate as well. There should be a reciprocity of communications between the representatives to the Council of Faculties and the Faculty Senate. Each representative should be charged with this, therefore the representation of the faculty, its senate and their desires should result.

Gerald (Hank) Pierson

1. The advantages I see in the reorganization plan are a sincere effort by President Marvin to:
 1. insure a more efficient functioning of our university
 2. help provide opportunities for our future growth
 3. furnish way to continue academic excellence in the face of a predicted drop in future enrollment.

Regarding disadvantages, the original document lacked detail, especially in the areas of job descriptions and cost estimates. The second draft has provided us with more information in these and other areas.

2. Since the Senate represents the whole faculty, its relationship with the bargaining agent, the AAUP, and other campus groups and individuals should continue as it is-- independent.
3. The latest definition of COF functions as found in the September 22, 1977 "BOG By-laws and Governing Policies" (Art. II, Sec. 10) seems adequate.

Richard Rogers

1. To the extent that the Presidential reorganization plans create greater efficiency and economy, they are to be praised; but faculty need to be wary that such plans do not infringe on faculty rights nor unnecessarily disturb present organizational units. A matter of concern is obviously the proposed retraining and relocating of faculty. Vague as these plans are at present, they need constant scrutinizing to make sure that faculty participate on a voluntary basis and that their tenure is not adversely affected. It should also be a matter of concern that an emphasis on this kind of program may lead to a deemphasis on BOG pressure for adequate university funding--thus bringing about the very situation that this program is addressed to.
2. The primary functions of the AFT are to secure adequate compensation, fringe benefits, and working conditions and to protect faculty rights and privileges. The further clarification, enlargement, and employment of those rights would seem to be more a matter for the Senate--especially with respect to the necessary cooperation between the faculty and administration. However, overlapping is inevitable, and only close cooperation between the union and the Senate can insure a separation of responsibilities.
3. The Council of Faculties, as the representative to the BOG of system-wide faculty voices should coordinate its efforts with the various Senates to help insure that its advice to the BOG is consistent with what the faculties believe to be in their best interests.

John Simpson

1. In general the advantages of the Presidential reorganization plans would seem to be the more efficient and functional chain of responsibility and authority of administration offices, particularly at the Vice-Presidential level and the President's obvious desire to enhance the potential of the University to serve students better. One disadvantage derives from the reorganization of the Office of the Dean of Graduate Studies to include responsibility for non-traditional programs which might well endanger the present Graduate Program by a forced relationship with programs not closely related to a Graduate Program which should be an intrinsic and basic part of the University with its own special needs and demands.
2. Within the scope of collective bargaining, the Bargaining Agent and the Faculty Senate should work together to promote the efficient and equitable operation of the University for the benefit of students, staff, and faculty. The Bargaining Agent is charged specifically with the negotiation of the yearly contract, with insuring the fulfillment of the terms of the contract throughout the system of the BOG, and with processing grievances which arise regarding failure to fulfill terms of the contract. The Faculty Senate is devoted to daily affairs within the University campus which are not the immediate concern of the Bargaining Agent, particularly matters of restructuring and reorganization within the University, determining of carriers of insurance programs, and improving instruction. These sets of functions do not compete and are entirely complementary. The relationship between the Faculty Senate and the Bargaining Agent should be one of mutual support and of cooperation in order to achieve common goals.
3. The relationship between our Faculty Senate and the Council of Faculties is already defined in Section 10 of the Governing Policies issued by the BOG and adopted September 22, 1977: '... the Council of Faculties shall consult with and regularly report to the representative faculty body at each university.' The relationship

might well be refined to expedite the flow of information from the Faculty Senate through the Council of Faculties to the BOG in order to insure quicker, more thorough attention to those campus matters which are the concern of the Faculty Senate and which are to be brought by the Faculty Senate to the attention of the BOG.

Francis Summers

1. The reorganization plan of President Marvin is a positive, assertive move. The new plan creates an administrative line and staff that the President feels he needs to be most effective. It also merges some administrative functions that create more efficient operations. The disadvantage, in my opinion, is that the President did not go far enough, there are still further consolidations that could be made to enhance administrative efficiency.
2. I see no conflict between the Senate and the bargaining agent. The bargaining agent works directly with the BOG. The Senate, as I see it, is an agent to argue and work through issues that are not on a bargaining level.
3. The relationship between the COF and the Senate is that both are groups representative of the entire faculty.

Paul Ward

1. Over the past few years many persons have expressed the idea that universities must increasingly be operated more along the lines of a corporation; cost accounting, job descriptions, clear-cut functionary efficiency. Having served as an administrative assistant in a huge corporation and realizing the money crunch in higher education, I believe President Marvin's plan may lead to better utilization of personnel and monies in delivering services.

Administrative and financial decisions will be brought together which will be advantageous provided the new vice president is a good head with vision and maturity. Another potential advantage is the degree to which President Marvin would be better able to function at the state or national level. Four vice presidents should enable President Marvin to devote more time to planning and representing the University.

Conversely, a potential disadvantage is that Eastern may be getting more top administrators than it needs. It bothers me to read that President Marvin "...does not have the sophisticated statistics necessary to project the exact figures on the financial impact of the changes."

It will be interesting to read of the BOG's reaction following the March 16 meeting. All I know at this point is what I read in the Charleston newspapers. That is why I would like to become involved in the Faculty Senate; maybe I could learn more about this University.

2. The answer to this question is evident. Certain affairs are within the scope of the collective bargaining contract. Others are not. For example, the President's reorganization plan is not subject to collective bargaining. The Faculty Senate should consider and act upon those matters which affect faculty and which are a part of the collective bargaining contract.

3. The Faculty Senate and the Council of Faculties deal with matters of a similar nature but at different levels. The relationship should be characterized by the exchange of information and mutual concern for faculties on all BOG campuses. The Faculty Senate should provide information, suggestions, or questions to the Council of Faculties.

Leonard Wood

1. In its broad outlines, the President's reorganization plan appears to have many advantages. It promises to strengthen the central administrative structure in certain key areas (without an increase in the number of administrators) and in others it prepares the way for promising new programs and the revitalization of old ones. Just as with any reorganization plan, it will stand or fall on the quality, energy, and imagination of those chosen to fill the key posts.
2. Now that certain affairs of the University are within the scope of collective bargaining, the relationship between the Faculty Senate and the bargaining unit, is (and will continue to be) defined, both explicitly and implicitly, by the terms of the contract. The senate and the bargaining agent must continue to work co-operatively on the complete range of University problems if the common good is to be served. This can best be achieved by continuing to define the senate electorate broadly.
3. The Council of Faculties should be considered a committee of the senate in the same sense that the UPC and other major faculty committees are committees of the senate.

Frieda Stute

1. The advantages of the Presidential reorganization plans would be in the greater centralization of operations, but if the key personnel does not correctly discharge its duties it could be troublesome.
2. The Faculty Senate and the AFT should operate in a spirit of cooperation and good faith.
3. Yes the Faculty Senate is the senior group and the Council of Faculties should operate accordingly.